

Application of Information Technology in Teaching Chinese as a Second Language

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Abstract. Using information technology to create a teaching environment for TCSL and developing TCSL in an all-round way is not only a supplement to offline teaching mode, but also an important innovation of TCSL teaching mode. Facing the new environment of Wisdom Education, in order to better carry out the teaching of Chinese as a foreign language, it is necessary to build an intelligent platform focusing on the teaching of Chinese as a foreign language based on the advantages of the application of information technology, improving the quality of teaching Chinese as a foreign language. Based on the teaching environment of Chinese as a foreign language (TCFL) and the advantages of information technology in TCFL, this paper puts forward a multi-platform construction mechanism.

Keywords: Information technology, Teaching Chinese as a second language, Multi-platform, Applied research

With the development of international communication, more and more foreign students come to China to study Chinese language and experience Chinese culture, and at the same time, the cause of Chinese as a foreign language is in full swing. This is a great challenge to the teaching methods and educational technology of Chinese teaching and communication. The traditional teaching form of teachers' speaking, and students' listening can not adapt to the development of the society, nor can it meet the students' individual learning needs. With the continuous development of science and technology, in recent years, multimedia teaching, network teaching, distance teaching and Chinese teaching software have emerged, in order to promote the cause of Chinese language international education, improving students' learning efficiency has a positive impact.

1 THE APPLICATION BACKGROUND OF INFORMATION TECHNOLOGY IN THE TEACHING OF CHINESE AS A SECOND LANGUAGE

The Communicator of Chinese international education is the basic element of Chinese international education and the starting point of this activity. The Communicator of Chinese International Education is responsible for the selection and dissemination of the content and occupies a dominant position in the process of dissemination activities. In the new process of teaching Chinese as a foreign language, in order to effectively explore new growth points, it is necessary to strengthen the subject consciousness, straighten out the subject attribution, clarify the subject status, and make it an independent interdisciplinary subject with its own characteristics, we should focus on the construction of a teaching system with the characteristics of integrating language and culture, language and education, language and technology.

In terms of teaching methods, the complexity of Chinese as a foreign language method is determined by the particularity of TCFL classes and teaching objects. Teachers should focus on teaching according to the characteristics of students themselves. In the teaching of Chinese beginners, the emphasis is placed on the teaching of phonetics. In the correction class, the teacher can make full use of multimedia equipment, for students to play recording, as well as pronunciation methods of video. For intermediate-level Chinese students, the focus is on listening and reading, students read the articles, after the teacher's class explanation, combined with online classroom platform, so that students can directly access the electronic curriculum lesson plans, include more detailed explanations of words, paragraph analysis, text extensions, etc. The online platform allows students to post questions to teachers and interact with students in discussion forums. The teacher uses the multimedia assistant instruction, analyzes each student's personality characteristic and in the Chinese language study process appears the most error knowledge spot, the system collects

student's error information, the examination information, data analysis, more intuitive understanding of each student's shortcomings, and timely for the weak link of systematic training.

On the premise of making rational use of new technology, we should pay attention to the problems that may arise in the teaching process, avoid the reversal of priorities, and keep the students in the dominant position in the teaching process, teachers should also play a leading role in teaching activities, focusing on the cultivation of students' communicative competence, and adopt diversified teaching methods. In the whole class, if the new multimedia technology is used too frequently, the lack of interaction between teachers and students will not only fail to present the whole class, but also affect students' learning Chinese knowledge. The teacher's silent language in class can not be replaced by the new technology. During the actual teaching, the teacher can grasp the students' mastery of knowledge in the first time, interact with the students more directly and answer questions easily. Therefore, the use of new technology and Chinese as a foreign language must be skillfully combined.

The application of new technology has promoted the Chinese as a foreign language to break the traditional teaching model and make the classroom more three-dimensional, thus gradually moving towards information and modernization, the rational use of new technology combined with TCSL not only broadens the organizational form of Chinese as a foreign language, but also provides the possibility for the Chinese as a foreign language model and enables teachers to clearly define their responsibilities and missions, while promoting Chinese as a foreign language education, it also provides Confucius with more options for its teaching model and further promotes the spread of China's splendid culture.

2 THE MULTI-PLATFORM APPLICATION MODEL OF INFORMATION TECHNOLOGY IN TEACHING CHINESE AS A SECOND LANGUAGE

2.1 Mobile APP teaching model

With the continuous development of the information age, the network classroom, the distance education model has been simplified continuously, the network mobile live broadcast education platform, as well as the education APP emerges one after another, through the mobile APP model, online video live education, students can easily learn a variety of mobile courses, live courses after the end, but also can use the "playback" function, continue to review knowledge. In the live broadcast of teacher's video, it also has the function of "bullet screen message", which can interact with students directly. The Chinese as a foreign language is divided into culture teaching and language teaching in general, in accordance with the above new teaching model, especially in culture teaching, can be used to teach students live interactive remote online model, not only has the advantage of strong flexibility, but also combines the multimedia to carry on the teaching, can add the Chinese element more directly, strengthens the student visual effect. When teaching writing and reading courses, which have strong concepts, it is difficult to understand and takes a long time. Each student is different. Therefore, it is more suitable for online video live teaching mode, the perfect APP has the function of playing back, slowing down or increasing the speed, students can study selectively according to their own conditions, better understanding of Chinese knowledge points. This kind of teaching method is not limited by time and space, students can watch it anytime and anywhere, which can greatly improve the effect of Chinese as a foreign language and widen the communication channels of TCFL.

Mobile APP teaching is not the mainstream teaching model, but under certain conditions can be assisted to carry out Chinese as a foreign language, thus playing a multiplier effect. In the future development of the promotion of TCSL, if we can develop a mobile APP dedicated to learning Chinese, we can help students better carry out listening, reading and

pronunciation training, and make use of fragmented time, it will consolidate the students' knowledge in the classroom and make the distance teaching of Chinese as a foreign language more systematic and professional.

2.2 Virtual reality teaching model

Virtual Reality (VR) is a widely used multimedia technology, which can enable users to "immerse" into a given situation through a variety of sensing devices. Because of the characteristics of immersion, interaction and imagination, virtual reality can be fully integrated with situational teaching of Chinese as a foreign language, Chinese as a foreign language is more suitable for beginners and intermediate learners. In the teaching of Chinese culture as a foreign language, we can make use of the virtual reality to let the students understand Chinese culture and feel the scene in the multi-dimensional space. In the course of explaining Chinese culture and Chinese history, if virtual reality technology is used, students can be shown the broad and profound Chinese culture in all directions and in three dimensions, to be able to introduce the development of Chinese culture to students in more detail and vividly, not only limited to the conceptual knowledge in textbooks, instead, it helps students to have real contact with the conceptual nouns in the books: the Forbidden City, the Great Wall, Beijing Opera, Chinese knot, Beijing roast duck, sugar gourd and so on, encourage students to deepen their understanding and stimulate their interest in learning. In the process of teaching, teachers should carefully explain the key words, key grammar and sentences, and selectively refine the exercises when organizing the students. Teachers are more strict with their students. They should not lower their teaching requirements because they can not meet them.

3 THE APPLICATION OF INFORMATION TECHNOLOGY IN THE TEACHING OF CHINESE AS A FOREIGN LANGUAGE

With the new teaching mode of TCSL, the classroom atmosphere will be more active and the teachers' teaching knowledge will be more comprehensive and three-dimensional to promote the extension of Chinese-related knowledge. It should be noted that although virtual reality maximizes the advantages of immersion and interaction, it is not suitable for all types of classroom teaching of TCSL and can not replace the interaction between teachers and students. For the explanation of conceptual knowledge, still need teachers face to face. Therefore, the combination of virtual reality and Chinese as a foreign language, but also a reasonable choice in the specific courses.

Influenced by many factors such as network environment, the demand level of international Chinese online teaching can be divided into: electronic materials, such as e-books, e-courseware, mainly rely on students self-learning; There are audio and video, students use video courses uploaded on the platform to learn, teachers focus on answering questions from students, and there are interactive, live-streaming classes for students, as far as possible to ensure and offline teaching homogeneity; interesting, live in the classroom can be lively and lively, full of fun, high degree of online participation of students; "equal quality effect", ideally, online classes would be the same as offline classes. The first two levels have higher requirements for students' self-learning ability, the third and fourth levels have higher requirements for teachers, and the last level is the ideal state, which is consistent with online and offline classes.

With the development of information technology, learning resources are presented on various media terminals. In view of the lack of multi-media teaching resources and the uneven level of application of teaching techniques by overseas Chinese teachers, china Central Radio and television university has developed a "dazzle style pen" that can present text, pictures, sounds, images and other media resources with a simple projection device or a television set, without changing traditional reading habits, teachers can easily use a variety of media resources to carry out classroom teaching. Based on the study of online courses, the virtual learning community of "Easy Campus" is built to transfer the

function of social network into Chinese learning, and to promote the communication and interaction between teachers and students.

The construction of multi-platform international Chinese live-broadcast classroom includes the construction of classroom environment and class. The former is equivalent to building a "classroom in the sky," These include hardware (computers, headsets, cameras, tablets, etc.) , software (installation systems, office software, etc.) , and various platforms (downloads, bindings, learning) , of which platforms are equivalent to traditional platforms, the three need to match and compatible, which is the basis of live teaching. Using the platform for class "cloud management" is the basis of live broadcast teaching.

Computer hardware and software were also used before the outbreak. This part of the technology does not require special study. It takes time and effort to study the use of "platforms". It is a learning and adapting process for the international Chinese teachers who are engaged in offline teaching and the overseas students who are used to going to the classroom. According to incomplete statistics, there are currently more than 40 online platforms in China, mainly MOOC platforms, recording and broadcasting platforms, teaching cloud platforms, office meeting platforms, etc. , however, there are few platforms that can be used to teach foreign students. Class "cloud management" needs to rely on groups such as WeChat groups to achieve, can be in the WeChat group published links to classes, notices, homework, group activities.

The use of live broadcast platform generally will experience three stages: trial period, run-in period and adaptation period. The course schedule for the first semester will follow the course schedule for one week. In this week's time, teachers need to prepare more content, each teacher selected time and students for a trial exchange, the final selection of live broadcast platform. The running-in period is mainly for the exploration and use of various platforms. It is always accompanied by the whole teaching process. Because the contents of each lesson, students' feedback, homework and so on are different, it is a process for students to understand and master the various functions of the platform. In the process of live broadcast, teachers and students try and explore, slowly fixed the teaching model and process, teachers and students into the live broadcast period of adaptation.

It is an important supplement to face-to-face teaching method and an innovation of teaching mode to create a network teaching environment with modern scientific and technological means and expand online teaching of Chinese as a foreign language in an all-round way, it is the inevitable choice that information technology promotes educational reform. Based on the advantages of network-based distance education and incorporating the internal elements of teaching Chinese as a foreign language, China's educational planning outline puts forward the idea of "running open university well".

4 CONCLUSIONS

The intelligent application of information technology is bound to promote the overall optimization of the education system. By giving full play to the advantages of information technology, we will actively promote the internationalization and intellectualization of TCSL. We should continue to lead the construction of teaching resources according to the standard of scientific wisdom and give full play to the important role of market mechanism by combining information technology with the construction of international communication ability. Through the combination of information technology and the teaching of Chinese as a second language, there is room for the development of Chinese teaching resources for special purposes and the promotion of localization through cooperation between China and foreign countries.

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